



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3535 S. Basha Rd., Chandler, AZ 85248

Chandler Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Excelling
2004-05 Excelling
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. David Keith Falconer
Schedule : 07:30 AM to 04:30 PM
Grades : K-6
Web Address : ww2.chandler.k12.az.us/basha%2Delementary/
Phone Number : (480) 883-4400
Fax Number : (480) 883-4420
E-mail : falconer.keith@chandler.k12.az.us

Mission

Basha Elementary is dedicated to providing ALL students with the knowledge, skills and attitudes to be lifelong learners and become responsible citizens. We participate in meaningful school experiences and create a positive school environment. We have a Character Counts Program which compliments our school wide Bully Prevention Program. Students need encouragement, and establishing a partnership between home and school is the most effective way of creating a supportive environment.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü Basha 2nd grade students taking the TerraNova test will score at or above district and state average scores.
- ü Good decision making skills will be reinforced and applied through the use of Character Counts Education.
- ü Basha will provide a balanced reading program that includes phonics, literature studies, basal readers and comprehension activities. Students will score at and above the district and state averages on AIMS and TerraNova
- ü Basha students in grade 3 through grade 6, taking the AIMS test, will score at or above the district and state average scores in mathematics.

Enrollment

October 1, 2005 School Year Student Enrollment : 1072
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 20

Instructional Programs

- ü K-2 Consultative Gifted Program
- ü State Standards Based Program
- ü On-site Special Education
- ü Grades 3-6 Self-contained Gifted Program
- ü Differentiated Curriculum/Instruction
- ü Selected Grade Level Tutoring Programs
- ü Music, Band, Strings, Media Programs
- ü Art Masterpiece Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 30 minutes
First Day of School :	7/26/2005
Last Day of School :	5/31/2006

Shared Responsibilities

School

We provide parents with continuous information, open communication, and opportunities to learn about our school/programs. We also provide a safe, secure working environment for students/staff. Students are held to high academic standards based on state and district standards/requirements as well as meeting the requirements of the federal 'No child Left Behind' law. We have an open door adm. policy. Parents are welcome to volunteer at school.

Parents

Parents are responsible for sending their children to school, on time, and ready to learn. They are expected to call the school absence line to report an absence. We expect parents to support our student dress code, homework policy, and school and transportation discipline policies.

Transportation Policy

Transportation is provided to students living more than a mile from the school. The Chandler Unified School District has a Student Transportation Code of Conduct that must be followed to ensure students' safety on the bus. Students should be at the bus stop on time.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Basha Math Team placed in CUSD Math Competition	2005
ü Superintendent's Outstanding Student Award	2004
ü CUSD Certified Employee of the Semester	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	148	2484	80010	99	97	99	493	465	447	1	5	10	4	11	18	42	53	53	53	31	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1199	38935	99	97	99	495	466	447	1	4	9	3	12	19	39	54	55	57	30	17
Male	81	1281	40974	99	96	98	491	465	448	NA	6	11	5	11	18	44	52	52	51	31	19
African American	NC	138	4201	NC	97	99	NC	443	430	NC	4	17	NC	26	23	NC	56	51	NC	14	9
Hispanic	11	767	34545	100	96	99	486	441	432	NA	12	14	9	20	24	45	54	53	45	14	9
Asian/Pacific Islander	18	149	2068	100	99	99	505	486	474	NA	NA	4	6	5	10	28	47	50	67	48	36
American Indian/Alaskan Native	NC	33	3979	NC	97	96	NC	452	424	NC	3	17	NC	18	30	NC	64	47	NC	15	6
White	108	1395	35142	98	97	99	494	479	465	1	2	5	3	6	11	44	52	56	53	40	28
Students with Disabilities	14	312	10161	88	89	93	483	436	419	7	15	28	NA	24	28	43	47	36	50	14	8
Students without Disabilities	134	2172	69849	100	98	100	494	469	451	NA	4	7	4	10	17	42	54	56	54	33	19
Limited English Proficient Students	NC	205	14013	NC	94	97	NC	413	413	NC	26	24	NC	30	34	NC	39	39	NC	5	3
Migrant Students	--	10	603	--	83	96	--	NA	417	--	NA	22	--	NA	32	--	NA	42	--	NA	4
Economically Disadvantaged	13	727	39029	100	94	98	488	439	432	NA	12	14	8	23	25	38	52	52	54	14	9
Non-Economically Disadvantaged	135	1757	40981	99	98	100	493	476	462	1	2	6	4	7	13	42	53	54	53	38	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	147	2477	79438	98	97	98	488	467	451	1	5	9	8	17	24	63	61	56	28	17	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	1201	38775	99	97	99	499	475	457	NA	3	7	3	14	22	57	61	58	40	21	13
Male	80	1272	40560	98	96	97	479	460	446	1	7	12	13	19	25	69	60	54	18	13	9
African American	NC	137	4178	NC	96	98	NC	452	439	NC	8	13	NC	26	29	NC	55	52	NC	11	6
Hispanic	11	763	34297	100	95	98	494	440	434	NA	12	14	18	30	31	55	51	50	27	6	5
Asian/Pacific Islander	18	150	2063	100	99	99	493	484	475	NA	NA	3	11	12	15	56	67	63	33	21	20
American Indian/Alaskan Native	NC	34	3940	NC	100	95	NC	457	429	NC	3	14	NC	21	36	NC	74	47	NC	3	3
White	107	1391	34887	97	97	98	487	482	471	1	2	4	6	9	15	66	66	63	27	23	18
Students with Disabilities	13	303	9588	81	86	88	488	431	416	NA	18	30	NA	32	32	77	45	34	23	5	5
Students without Disabilities	134	2174	69850	100	98	100	488	472	456	1	3	7	9	15	23	62	63	59	28	19	12
Limited English Proficient Students	NC	204	13856	NC	94	96	NC	404	407	NC	31	27	NC	43	43	NC	25	29	NC	1	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	13	727	38685	100	94	97	491	437	435	NA	12	14	8	32	32	62	50	50	31	5	5
Non-Economically Disadvantaged	134	1750	40753	98	98	99	487	480	467	1	2	5	8	11	16	63	65	62	28	22	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	149	2518	79971	99	98	99	463	444	423	NA	4	8	21	27	41	70	65	49	9	4	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	68	1214	38974	100	98	99	470	457	437	NA	3	5	13	20	33	74	72	57	13	6	4
Male	81	1300	40895	99	98	98	457	432	410	NA	5	10	27	34	47	68	58	41	5	3	2
African American	NC	140	4203	NC	99	99	NC	436	411	NC	5	11	NC	31	45	NC	62	43	NC	1	2
Hispanic	11	776	34481	100	97	99	465	424	410	NA	7	10	27	36	46	73	55	43	NA	2	1
Asian/Pacific Islander	18	150	2067	100	99	99	471	471	449	NA	1	4	17	18	28	67	71	60	17	10	8
American Indian/Alaskan Native	NC	35	3995	NC	100	96	NC	431	409	NC	6	10	NC	34	47	NC	60	42	NC	NA	1
White	109	1415	35150	99	99	99	462	453	437	NA	2	5	21	22	35	71	70	56	8	5	5
Students with Disabilities	15	339	10258	94	96	94	445	406	377	NA	12	23	40	47	51	53	40	25	7	1	1
Students without Disabilities	134	2179	69713	100	98	100	465	450	429	NA	3	5	19	24	39	72	69	52	9	5	3
Limited English Proficient Students	NC	206	13985	NC	94	97	NC	383	382	NC	19	18	NC	45	54	NC	35	27	NC	1	0
Migrant Students	--	10	608	--	83	97	--	NA	389	--	NA	16	--	NA	50	--	NA	33	--	NA	0
Economically Disadvantaged	13	738	38994	100	95	98	494	420	409	NA	8	10	8	39	47	54	51	41	38	2	1
Non-Economically Disadvantaged	136	1780	40977	99	100	100	460	454	437	NA	3	5	22	22	34	72	71	56	6	5	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	161	2509	80147	96	98	99	509	508	482	4	5	11	8	10	17	45	45	49	42	41	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1186	39281	95	98	99	512	509	483	3	4	9	7	9	17	44	44	50	46	43	24
Male	90	1320	40780	97	97	98	507	506	482	6	6	12	9	10	17	47	46	48	39	38	24
African American	15	129	4249	94	94	99	458	480	464	20	9	17	20	16	22	47	54	48	13	21	13
Hispanic	11	756	33494	85	98	99	505	482	466	NA	10	15	NA	19	23	64	48	49	36	23	14
Asian/Pacific Islander	17	148	2103	100	100	99	530	538	515	6	1	4	NA	2	8	41	33	44	53	64	45
American Indian/Alaskan Native	--	23	4117	--	96	96	--	471	456	--	17	19	--	13	27	--	52	46	--	17	8
White	118	1453	36122	97	97	99	513	521	501	3	2	5	8	5	10	44	44	50	45	50	35
Students with Disabilities	22	335	10295	81	89	92	458	469	443	18	17	33	27	22	26	41	45	33	14	16	8
Students without Disabilities	139	2174	69852	99	99	100	517	513	488	2	3	7	5	8	16	46	45	51	47	45	26
Limited English Proficient Students	NC	201	12722	NC	98	97	NC	442	441	NC	26	27	NC	32	33	NC	38	37	NC	3	3
Migrant Students	--	15	622	--	100	97	--	439	454	--	33	19	--	33	30	--	20	43	--	13	8
Economically Disadvantaged	16	689	38371	100	96	97	458	475	465	19	11	15	19	20	23	50	52	49	13	17	13
Non-Economically Disadvantaged	145	1820	41776	95	98	100	515	520	498	3	2	6	7	5	11	45	42	49	46	50	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	160	2503	79686	95	97	98	493	486	470	4	7	11	13	16	24	68	64	57	15	13	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	71	1183	39163	95	98	99	502	492	475	1	5	9	10	14	22	73	66	60	15	15	10
Male	89	1317	40438	96	97	97	486	480	465	6	8	13	16	18	25	64	62	54	15	11	7
African American	14	128	4228	88	93	98	447	467	458	14	7	15	43	28	28	43	59	53	NA	6	4
Hispanic	11	752	33299	85	98	99	492	459	452	NA	16	17	18	27	32	73	52	47	9	5	3
Asian/Pacific Islander	17	148	2097	100	100	99	504	502	490	NA	2	5	12	6	13	65	74	68	24	18	14
American Indian/Alaskan Native	--	23	4087	--	96	96	--	445	446	--	9	16	--	52	38	--	39	44	--	NA	2
White	118	1452	35914	97	97	98	497	500	489	3	2	5	9	10	15	71	70	67	16	18	14
Students with Disabilities	21	330	9808	78	88	87	453	447	432	24	22	35	24	30	32	48	41	30	5	6	3
Students without Disabilities	139	2173	69878	99	99	100	499	491	475	1	4	8	12	14	23	71	68	61	17	14	9
Limited English Proficient Students	NC	197	12594	NC	96	96	NC	415	422	NC	45	34	NC	38	45	NC	17	21	NC	NA	0
Migrant Students	--	15	611	--	100	95	--	412	439	--	47	22	--	33	39	--	20	37	--	NA	2
Economically Disadvantaged	15	685	38095	94	96	97	458	452	452	7	17	17	27	31	32	67	50	48	NA	2	3
Non-Economically Disadvantaged	145	1818	41591	95	98	99	497	498	486	3	3	6	12	10	16	68	70	65	17	17	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	2539	80372	97	99	99	498	492	475	2	2	4	13	20	30	81	74	64	4	4	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	73	1200	39452	97	99	99	507	503	488	1	2	3	8	13	22	84	80	72	7	5	3
Male	90	1336	40836	97	98	98	491	482	464	2	3	6	17	27	37	79	68	56	2	2	1
African American	14	131	4264	88	96	99	457	478	465	7	2	5	21	27	35	71	68	59	NA	2	1
Hispanic	12	763	33608	92	99	99	477	471	462	8	4	6	8	31	36	83	63	57	NA	1	1
Asian/Pacific Islander	17	148	2098	100	100	99	502	513	500	NA	NA	2	18	10	16	82	84	75	NA	6	7
American Indian/Alaskan Native	--	23	4128	--	96	97	--	468	464	--	4	4	--	35	39	--	61	56	--	NA	1
White	120	1474	36213	98	99	99	504	502	489	1	1	2	12	14	22	82	80	72	6	5	3
Students with Disabilities	22	357	10526	81	95	94	466	455	427	NA	5	15	41	50	53	59	45	31	NA	1	1
Students without Disabilities	141	2182	69846	100	99	100	502	497	482	2	2	3	9	15	26	84	79	69	5	4	2
Limited English Proficient Students	NC	203	12747	NC	99	97	NC	430	432	NC	12	12	NC	54	52	NC	34	36	NC	NA	0
Migrant Students	--	15	621	--	100	97	--	419	452	--	13	9	--	53	40	--	33	51	--	NA	0
Economically Disadvantaged	16	696	38521	100	97	98	458	465	461	6	4	6	31	38	38	63	57	55	NA	1	1
Non-Economically Disadvantaged	147	1843	41851	97	100	100	502	502	489	1	1	3	11	14	22	83	80	72	5	5	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2492	79306	99	98	99	526	526	504	8	6	13	6	11	20	53	52	49	34	31	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1246	38845	98	97	99	527	527	505	5	6	11	6	10	20	59	53	50	30	31	18
Male	71	1243	40383	100	98	98	524	525	504	11	7	14	6	12	19	45	51	47	38	30	19
African American	13	168	4171	100	98	98	510	511	485	8	12	20	8	18	26	69	51	44	15	20	10
Hispanic	17	722	32673	89	98	99	515	502	487	18	11	18	NA	20	25	53	53	46	29	15	10
Asian/Pacific Islander	22	172	2147	100	100	99	550	553	539	NA	2	5	5	3	10	41	45	46	55	49	40
American Indian/Alaskan Native	NC	29	4034	NC	91	97	NC	503	479	NC	10	22	NC	24	29	NC	45	43	NC	21	7
White	101	1400	36234	100	97	99	525	537	523	8	3	6	6	6	13	53	53	52	33	38	28
Students with Disabilities	17	352	10286	85	88	91	441	476	462	59	27	41	24	28	27	12	38	27	6	8	5
Students without Disabilities	137	2140	69020	100	99	100	536	533	510	1	3	9	4	8	18	58	54	52	37	34	21
Limited English Proficient Students	NC	179	10291	NC	97	96	NC	467	458	NC	28	38	NC	34	34	NC	36	26	NC	2	2
Migrant Students	--	12	630	--	100	95	--	509	478	--	8	24	--	17	27	--	75	43	--	NA	6
Economically Disadvantaged	13	673	37437	100	97	97	497	499	486	15	12	19	8	22	26	62	53	46	15	13	9
Non-Economically Disadvantaged	141	1819	41869	99	98	100	528	536	521	7	4	7	6	7	14	52	52	51	35	37	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	154	2499	79000	99	98	98	508	504	489	5	6	10	10	16	24	71	65	58	14	13	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	83	1252	38774	98	98	99	513	510	494	2	4	7	5	13	22	80	68	61	13	15	10
Male	71	1244	40150	100	98	98	502	498	485	7	7	12	17	19	25	61	62	55	15	12	8
African American	13	170	4153	100	99	98	495	495	476	NA	6	13	15	19	30	77	67	53	8	8	4
Hispanic	17	719	32508	89	98	98	493	481	472	6	10	15	24	29	33	65	55	49	6	6	3
Asian/Pacific Islander	22	172	2142	100	100	99	522	517	510	NA	3	4	5	9	14	73	72	67	23	16	16
American Indian/Alaskan Native	NC	30	4016	NC	94	96	NC	489	467	NC	10	14	NC	30	37	NC	53	46	NC	7	2
White	101	1407	36135	100	98	98	509	516	508	6	3	4	8	10	14	71	69	67	15	17	15
Students with Disabilities	17	358	9991	85	90	88	435	458	449	41	23	33	41	40	36	18	34	29	NA	3	2
Students without Disabilities	137	2141	69009	100	99	100	517	511	495	NA	3	6	7	13	22	77	70	62	16	15	10
Limited English Proficient Students	NC	175	10199	NC	95	95	NC	441	439	NC	31	35	NC	46	47	NC	23	18	NC	1	0
Migrant Students	--	12	629	--	100	95	--	477	457	--	NA	22	--	25	41	--	75	37	--	NA	1
Economically Disadvantaged	13	672	37234	100	97	97	483	479	472	15	11	15	8	30	33	69	53	50	8	6	3
Non-Economically Disadvantaged	141	1827	41766	99	98	99	510	513	505	4	3	5	11	11	16	71	69	65	15	16	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	156	2528	79611	100	99	99	525	514	496	4	4	7	17	24	37	78	71	56	1	1	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	84	1263	39016	99	99	99	535	526	511	4	3	4	11	17	29	85	79	66	1	1	1
Male	72	1262	40519	100	99	98	513	503	482	4	5	10	25	31	44	71	63	46	NA	0	0
African American	13	171	4188	100	99	98	518	514	486	NA	4	9	23	20	40	77	76	50	NA	NA	0
Hispanic	18	726	32855	95	99	99	504	491	481	11	7	10	22	37	43	67	55	47	NA	1	0
Asian/Pacific Islander	22	172	2149	100	100	100	536	526	519	5	5	4	5	15	24	86	78	70	5	2	2
American Indian/Alaskan Native	NC	32	3992	NC	100	96	NC	495	478	NC	6	10	NC	44	46	NC	50	44	NC	NA	0
White	102	1426	36380	100	99	99	526	525	511	3	2	4	19	19	30	78	78	65	NA	1	1
Students with Disabilities	18	387	10664	90	97	94	430	461	440	28	14	23	44	53	54	28	32	22	NA	1	1
Students without Disabilities	138	2141	68947	100	99	100	537	523	504	1	2	4	14	19	34	85	78	61	1	1	1
Limited English Proficient Students	NC	175	10362	NC	95	97	NC	437	438	NC	21	22	NC	57	57	NC	22	21	NC	1	NA
Migrant Students	--	12	636	--	100	96	--	487	467	--	NA	14	--	58	47	--	42	38	--	NA	0
Economically Disadvantaged	13	679	37626	100	98	98	520	489	479	NA	8	10	31	39	45	62	53	45	8	1	0
Non-Economically Disadvantaged	143	1849	41985	100	100	100	525	523	511	4	3	4	16	19	30	80	78	65	NA	1	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	2387	79327	99	98	98	560	543	518	4	11	19	9	12	20	50	49	46	37	28	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1181	38961	99	98	98	554	545	520	2	9	16	9	12	20	62	50	48	27	29	16
Male	86	1202	40295	100	97	97	565	541	516	6	12	21	9	12	19	38	49	44	47	27	16
African American	12	162	4247	100	98	98	526	520	499	8	13	27	25	22	24	42	52	41	25	13	8
Hispanic	21	687	32327	100	98	98	549	510	499	10	22	27	10	21	25	52	45	41	29	12	8
Asian/Pacific Islander	14	160	1939	100	99	99	592	578	556	NA	1	6	NA	4	10	43	46	47	57	49	36
American Indian/Alaskan Native	NC	27	4391	NC	96	96	NC	521	489	NC	19	32	NC	22	27	NC	33	36	NC	26	4
White	118	1351	36373	99	97	98	562	558	538	3	5	10	8	7	14	51	52	52	38	36	25
Students with Disabilities	20	316	9321	95	88	87	483	490	467	25	35	54	35	23	22	40	35	21	NA	7	3
Students without Disabilities	147	2071	70006	100	99	100	570	550	524	1	7	14	5	11	19	51	51	49	42	31	18
Limited English Proficient Students	NC	185	9431	NC	97	95	NC	471	466	NC	52	53	NC	25	27	NC	19	18	NC	3	1
Migrant Students	--	10	635	--	100	94	--	NA	488	--	NA	31	--	NA	29	--	NA	36	--	NA	4
Economically Disadvantaged	13	637	37097	100	97	97	531	504	498	15	26	27	23	22	25	46	43	41	15	10	7
Non-Economically Disadvantaged	154	1750	42230	99	98	99	562	556	535	3	5	11	8	9	15	50	52	50	39	35	24

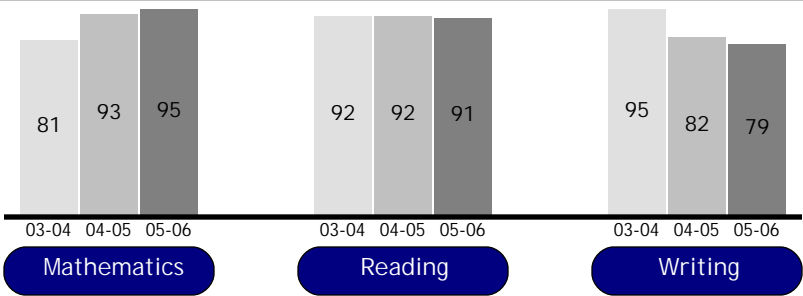
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	167	2389	79501	99	98	98	524	513	497	3	6	10	14	17	25	72	70	60	11	7	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	81	1180	39062	99	98	99	521	518	502	1	5	8	14	14	23	79	74	64	6	8	5
Male	86	1205	40368	100	97	98	526	508	491	5	7	13	14	21	27	66	65	57	15	7	3
African American	12	162	4279	100	98	99	510	494	485	NA	9	14	17	28	30	83	60	54	NA	2	2
Hispanic	21	684	32389	100	98	98	518	487	478	5	14	16	19	30	34	62	53	48	14	3	1
Asian/Pacific Islander	14	160	1936	100	99	99	536	531	519	NA	1	3	7	9	14	71	76	73	21	14	9
American Indian/Alaskan Native	NC	27	4401	NC	96	96	NC	497	473	NC	11	17	NC	26	40	NC	56	43	NC	7	1
White	118	1356	36446	99	98	99	525	526	516	3	2	4	14	10	15	74	78	73	10	9	7
Students with Disabilities	20	318	9411	95	88	88	464	469	453	25	24	36	45	38	36	25	35	26	5	3	1
Students without Disabilities	147	2071	70090	100	99	100	531	519	502	NA	3	7	10	14	24	79	75	65	12	8	5
Limited English Proficient Students	NC	182	9401	NC	95	94	NC	443	443	NC	43	40	NC	43	46	NC	14	14	NC	NA	0
Migrant Students	--	NC	642	--	NC	95	--	NC	465	--	NC	24	--	NC	41	--	NC	35	--	NC	0
Economically Disadvantaged	13	634	37183	100	96	97	503	481	479	8	17	16	38	32	34	46	49	49	8	2	1
Non-Economically Disadvantaged	154	1755	42318	99	98	99	525	524	513	3	2	5	12	12	17	75	77	70	11	9	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	168	2426	80000	100	99	99	600	582	564	2	2	3	4	5	11	64	75	75	30	18	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	82	1192	39288	100	99	99	607	595	579	NA	1	2	2	3	6	67	70	77	30	26	16
Male	86	1230	40644	100	99	98	594	569	549	5	3	4	5	7	15	60	80	74	30	10	7
African American	12	164	4307	100	99	99	567	577	551	8	1	4	8	7	13	50	79	75	33	14	7
Hispanic	21	694	32672	100	99	99	607	557	548	NA	4	4	5	11	14	57	76	76	38	9	6
Asian/Pacific Islander	14	160	1945	100	99	99	626	605	592	NA	1	1	NA	1	4	57	67	69	43	31	25
American Indian/Alaskan Native	NC	27	4424	NC	96	97	NC	575	549	NC	NA	3	NC	11	14	NC	67	77	NC	22	5
White	119	1381	36602	100	100	99	600	593	579	3	1	2	3	2	7	66	75	75	28	21	16
Students with Disabilities	21	346	9919	100	96	93	518	533	505	14	5	9	19	20	35	62	71	54	5	4	2
Students without Disabilities	147	2080	70081	100	100	100	612	590	571	1	1	2	1	3	7	64	76	79	34	20	12
Limited English Proficient Students	NC	189	9571	NC	99	96	NC	501	502	NC	10	10	NC	30	29	NC	60	60	NC	NA	1
Migrant Students	--	10	654	--	100	97	--	NA	534	--	NA	7	--	NA	16	--	NA	74	--	NA	3
Economically Disadvantaged	13	644	37534	100	98	98	563	552	547	NA	4	4	31	13	15	54	77	76	15	7	5
Non-Economically Disadvantaged	155	1782	42466	100	100	100	603	593	578	3	1	2	1	3	7	65	74	75	32	22	16

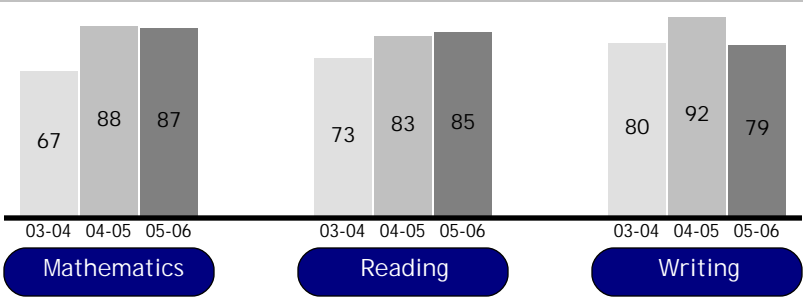
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	74	NA	58	99	65	53	47	96	68	56	46
	Language	97	66	58	50	99	64	52	47	96	73	59	48
	Mathematics	97	75	71	64	99	72	58	50	96	73	65	52
3	Reading	100	74	NA	55	97	61	54	44	98	68	58	46
	Language	100	77	66	61	97	61	52	44	99	68	56	46
	Mathematics	100	75	66	61	97	71	61	51	99	79	63	52
4	Reading	95	78	NA	56	99	64	56	48	96	67	61	52
	Language	95	70	59	52	99	65	56	49	96	70	63	52
	Mathematics	95	75	68	61	99	65	62	53	96	75	72	58
5	Reading	100	70	NA	55	98	62	57	50	99	65	65	56
	Language	100	65	56	49	98	65	58	50	100	70	63	54
	Mathematics	100	77	69	63	98	65	58	49	99	67	65	52
6	Reading	97	77	NA	56	99	63	60	51	99	72	67	56
	Language	98	69	57	48	99	60	55	47	99	70	59	50
	Mathematics	98	84	74	66	99	70	63	52	99	78	72	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü School Improvement
- Ü School Safety
- Ü Student Resources and Programs

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	56.00
Other Professional Staff	4.00	Teacher Aide	10.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	4	2	0	0
4 to 6 years	4	4	0	0
7 to 9 years	3	10	0	0
10 or more years	5	23	1	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	131
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	1%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- Ü 2 Computer Labs (34 Computers in Each)
- Ü Indoor Basketball Court
- Ü Library with Computers

Extracurricular Activities

- Ü Student Council
- Ü Choir
- Ü After School Tutoring
- Ü Drawing Club
- Ü Running Club K-6
- Ü Chess Club
- Ü Battle of the Books
- Ü Boys' and Girls' Basketball

Social Services

- Ü On-site Before/After School Care
- Ü Counseling
- Ü Health Services
- Ü EL Club
- Ü Breakfast/Lunch Programs
- Ü District Day Care for Employees Children

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Second grade met their 2005-06 goals on the TerraNova assessment. All scored higher than the state/district averages.

ü Grades 3-6 levels scored above the district and state average, thus meeting their 2005-2006 goals.

Student Activity Rates for School Year 2005-06

	% School	Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	91	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

School crisis intervention plan in place. Practice fire/lock-down/evacuation drills regularly. Student Safety Patrols help with drop off/pick up. Everyone enters through the front door, checks-in at the office and receives a name badge. Staff wear badges at all times and orange vests on duty. Basha has a school wide Character Counts and Bully Prevention program in place, K-6. An accountability room is provided for those students needing a time to reinforce the importance of making good choices.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Keith Falconer	(480) 883-4400
Transportation Policy	Constance Draper	(480) 812-7276
Community Resources	Stephanie Strobel	(480) 883-4417
School Nutrition Programs	Lupe Soto	(480) 883-4404
Parent Organization	Bridget Hayes	(480) 857-2727
Student Health/Nurse	Traci Henry	(480) 883-4402

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.